

Reflective Supervision and Coaching in Early Childhood Programs: What's the Difference?

Nancy L Seibel,
Keys to Change,
LLC



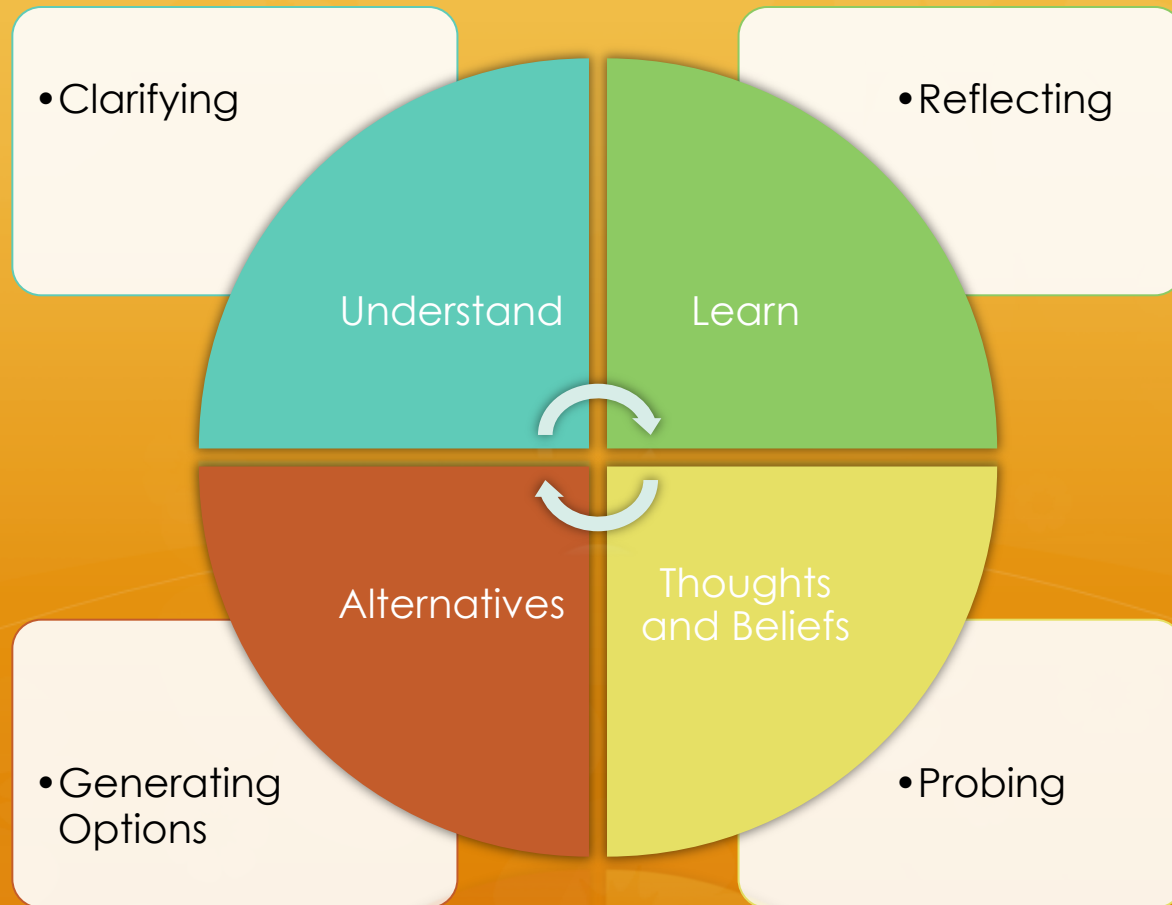
Heath Ouellette,
Community
Concepts, Inc.



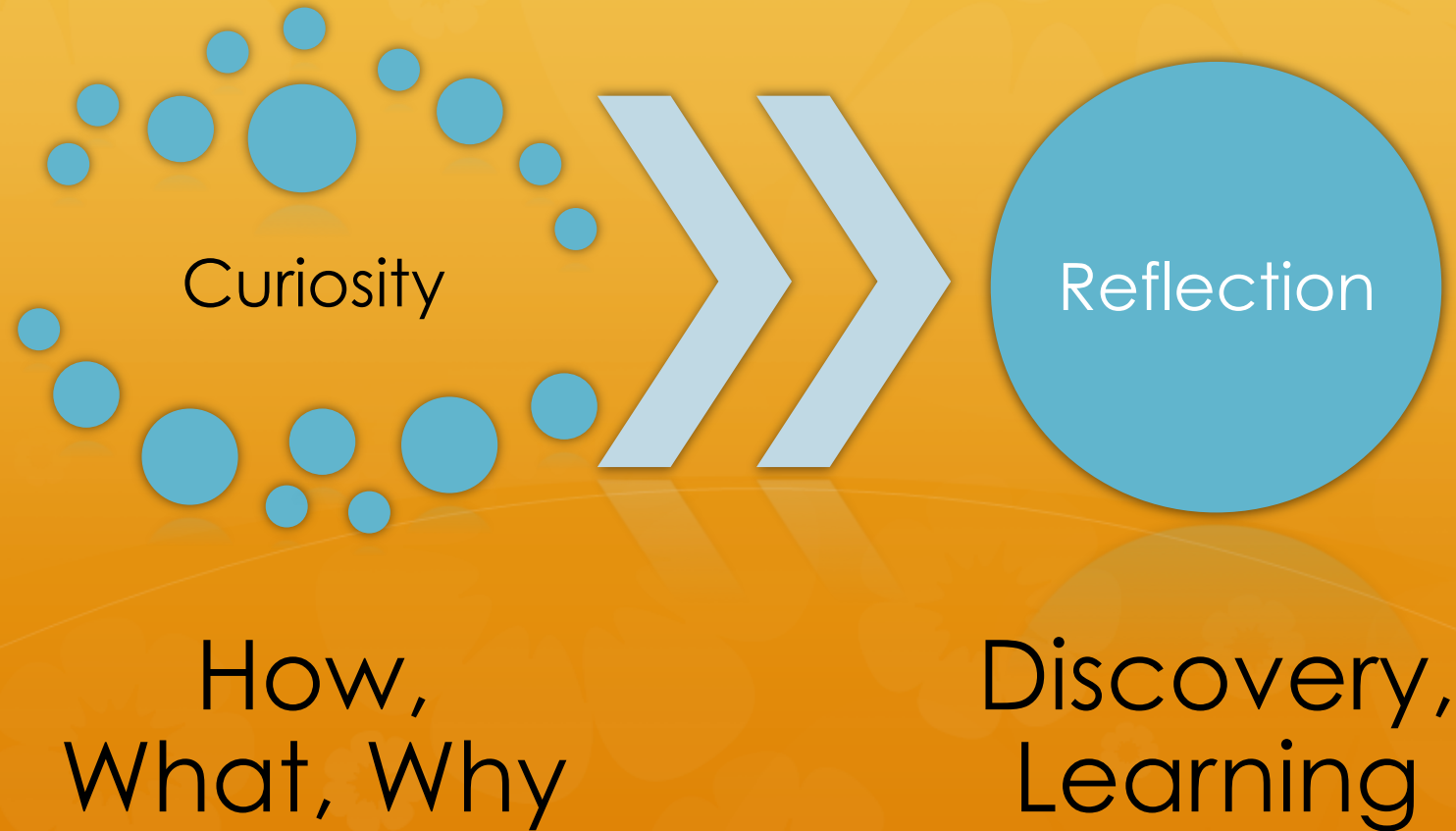
Agenda

- ❁ Welcome and Opening
- ❁ “Press Conference”
- ❁ Distinctions Between Reflective Supervision and Coaching
- ❁ Developing a Shared Understanding of Reflective Supervision and Early Childhood Coaching
- ❁ Closing

Powerful Questions



Tips for Asking Powerful Questions



Implementing Reflective Supervision and Coaching

- ✿ What were the reasons for implementing reflective supervision and coaching?
- ✿ What was the design and implementation process like?
- ✿ Should the supervisor be the one who provides coaching?
- ✿ How did employees react?
- ✿ What were the lessons learned?

Lessons Learned

- ❁ Create buy-in with employees (supervisors first)
- ❁ Give yourself time to market to employees
- ❁ Implement and become skilled with either reflective supervision or coaching first (not at the same time)
- ❁ Best if coaches are not assigned to other tasks
- ❁ Plan support for coaches
- ❁ Link coaching to employee professional development plan

Lessons Learned

- ❁ Tools for Early Head Start staff
- ❁ Match a coach with 8 to 10 employees with bi-weekly meetings
- ❁ Determine paperwork/documentation
- ❁ Determine communication chain between employee, supervisor, and coach
- ❁ Pilot
- ❁ Estimate planning and start-up time needed and triple that!

Reflective Supervision and Coaching - Alike?

Relationship-Based Principles

1. Collaboration
2. Communication
3. Context
4. Respect
5. Ongoing Learning
6. Reflective Practice
7. High Standards

Shared Competencies

Waits so others can find solutions
Listens well
Aware of own and others' feelings
Empathizes
Encourages reflection
Able to form trusting relationships

Three Aspects of Supervision

Integrate

Administrative	Clinical*	Reflective
Oversight and Monitoring; policies, regulations, business procedures, quality assurance <ul style="list-style-type: none">• Hire• Explain rules, policies• Train• Paperwork• Report• Coordinate• Evaluate	Case-and client-focused <ul style="list-style-type: none">• Assessment, diagnosis,• Intervention strategies• Treatment plan• Review casework• Progress• Guide, advise, teach <p>*most similarity to coaching</p>	Relationship-focused: shared exploration of parallel process, all staff members' continuous growth and learning. <ul style="list-style-type: none">• Attend, listen, remain emotionally present• Create safety• Build a trusting relationship• Collaborate• Reflect on intra and inter-personal process

Three Aspects of Coaching

Transfer of Learning	Just in Time Learning	Fidelity to Standards
Put into practice what is learned in a class, workshop or conference.	Respond to immediate need, question or priority	Program or discipline standards or evidence-based practices

Definitions

Reflective Supervision

A collaborative, mutually trusting **relationship** for professional growth that improves program quality and strengthens practice by building upon strengths and partnering in addressing vulnerabilities to generate growth.

Coaching

Adult learning **strategy** in which the coach promotes the learner's ability to reflect on actions as a means to determine effectiveness of an action and develop a plan for refinement and use of an action immediately and in the future.

Central Purpose

Reflective Supervision

Build overall organizational capacity and strengthen provider competency to improve practice and increase the quality of early childhood services.

Coaching

Recognize and strengthen existing knowledge and practices, develop new knowledge and skills, promote continuous self assessment and learning, improve quality of services

Ultimate Goal

Reflective Supervision

Enhanced organizational capacity to use the principles of relationship-based practice to provide the highest quality services to young children.
Enhanced individual capacity to be self-aware, self-regulating, and reflective.

Coaching

Sustained performance, competence and confidence to engage in reflection on actions, self-correction and generalization of new knowledge, skills and strategies to other situations as appropriate.

Key Elements

Reflective Supervision

Reflection
Collaboration
Regularity

Coaching

Joint planning
Observation
Reflection
Action
Feedback

Provider Role

Reflective Supervision

Provides administrative, clinical and reflective supervision.

Develop safe, respectful relationship.

Assures that the work is done and is of high quality.

Coaching

Establishes a supportive, encouraging environment for joint examination of and reflection on current practice, provision of feedback and help with problem solving. Helps coachee identify goals and actionable, measurable steps to attain goals.

Participant Role

Reflective Supervision

- Open mind
- Accepts support
- Prepare to share details and ask questions
- Attend to and make use of experiences and feelings
- Listen to and learn from own words and descriptions
- Remain open and curious
- Accept “not knowing”

Coaching

- Open to new information, skills and professional growth.
- Willing and motivated participant.
- Active in goal setting and planning.
- Implements agreed-upon action steps.

Expected Outcomes

Reflective Supervision

Model parallel process
Support ethical practice
Shared understanding
Improved program
accountability and
outcomes
Cross cultural
responsiveness
Effective, engaged
practice
Critical thinking
Self-regulation

Coaching

Attainment of
participants'
identified goals, life
long learning
orientation,
application of new
strategies, skills and
competencies in
working with young
children and their
families.

Duration

Reflective Supervision

Continues for the duration of supervisee's tenure, regardless of whether supervisee is novice or advanced.

Coaching

Ranges from one-time engagements to a time-limited series of sessions. Concludes when coachee's goals have been attained.

Benefits of Reflective Supervision

Organizational Capacity

- ✿ Reduces hierarchy
- ✿ Attention to parallel process
- ✿ Adherence to ethical guidelines
- ✿ Buy in and understanding of program philosophy, beliefs, values, mission
- ✿ Helps with implementation of administrative requirements
- ✿ Improves quality, accountability and outcomes

Individual Capacity

- ✿ Supports cultural responsiveness
- ✿ Encourages initiative and responsibility and engagement
- ✿ Ongoing support throughout tenure
- ✿ Enhances self-awareness and self-regulation
- ✿ Develops capacity to remember
- ✿ Encourages critical thinking and trial action (“experiments”)
- ✿ Supports professional identity and career development

Benefits of Coaching

Organizational

- ✿ Supports investment in training and conferences.
- ✿ Supports implementation of evidence-based practice
- ✿ Enhanced quality of services and outcomes for children and families

Individual

- ✿ Ability to reflect on action
- ✿ Support for transfer of learning, just-in-time learning and use of evidence based practice
- ✿ Increased competencies (knowledge, attitudes and skills)
- ✿ Ability to generalize new skills and knowledge to other situations.

Sources, References

- Bertacchi, J. (1996). Relationship-based organizations. *Zero to Three Journal* 17(2), 1-7
- Chu, M. (2014). *Developing mentoring and coaching relationships in early care and education. A reflective approach*. New York: Pearson,
- Heffron, M.C & Murch, T. (2010). *Reflective supervision and leadership in infant and early childhood programs*. Washington, DC: ZERO TO THREE.
- Heller, S.S. & Gilkerson, L. (2009). *A practical guide to reflective supervision*. Washington, DC: ZERO TO THREE.
- Michigan Association for Infant Mental Health (nd). Best practice guidelines for reflective supervision/consultation. http://www.mi-aimh.org/documents/20100204_bpgrsc.pdf
- Shamoan-Shanok, R. (2009). What is reflective supervision? In *A practical guide to reflective supervision*, Sherryl Scott Heller & Linda Gilkerson, Eds. Washington, DC: ZERO TO THREE
- Weatherston, D. & Barron, C. (2009). What does a reflective supervisory relationship look like? In *A practical guide to reflective supervision*, Sherryl Scott Heller & Linda Gilkerson, Eds. Washington, DC: ZERO TO THREE

Questions?

Nancy L. Seibel, M.Ed

Owner and Principal, Keys
to Change, LLC

www.keystochangelife.com

keystochangellc@gmail.com

Heath Ouellette

Director of Children's Services,
Community Concepts, Inc.

<http://www.community-concepts.org>

houellette@community-concepts.org